JOURNAL OF EDUCATIONAL MEASUREMENT
VOLUME 25, 1988

SUBJECT INDEX

Answer-until-correct scoring: 125, 247
Attitudes towards ability tests, sociocultural differences in: 67

Bias (see also Differential item functioning)
  in prediction of college grades
    for black and white examinees: 333
    for male and female examinees: 321, 333

Change, avoiding problems of scale in measuring: 171
Cognitive processes: 1, 125, 247, 301
Correction for guessing: 149
Curriculum
    effects on item characteristics: 15, 205, 275
    generalizability of content validity ratings: 287

Decision making processes in multiple-choice items: 125, 247
Differential item functioning
    effects of curriculum on: 205
    for Hispanic and white examinees: 1
    item discrimination, related to: 15
    problem-solving strategies producing: 301
Dimensionality
    effects on item discrimination: 15
    using multidimensional items to build unidimensional tests: 193

Equating
    effects of recency of instruction on: 31
    minimum-competency tests: 221
Ethnic group differences
    in attitudes toward ability tests: 67
    in item functioning: 1
    in prediction of college grades: 333

Formula scoring: 149

Gender differences in prediction of college grades: 321, 333
Generalizability of content validity ratings: 287
Grades, prediction of college: 321, 333
Group summary statistics: 77, 137, 171, 349
Guessing, correction for: 149

Instruction, effects on item parameters: 31, 205, 275
Item discrimination: 15
Item response theory
    combining multiple item parameter estimates: 233
    differential item functioning: 1, 205, 301
    equating minimum competency tests: 221
    item discrimination: 15
    item parameter drift, correcting for: 275
    item parameter invariance, effects of instruction on: 31, 205, 275
    item pool maintenance: 275
    using multidimensional items to create unidimensional tests: 193

Language, effects on differential item functioning: 1
Latent class models: 125, 247

Mastery tests, reliability of: 47
Matrix sampling and standard setting: 159
Minimum-competency tests, equating of: 221
Multiple true-false items: 111

Prediction of college grades
    gender and race comparisons: 333
    gender bias: 321

Rating scales, influence of labels and positions on: 85
Reliability
    grade point averages: 333
    mastery tests: 47
    multiple true-false items: 111

School effectiveness indices, stability of: 349
Score scales
    avoiding problems in measuring change with: 171
    defined in relation to measurement error: 97
Scoring
    correction for guessing: 149
    multiple true-false items: 111
Standard setting
    application of multiple matrix sampling: 159
    differential use of item information by judges: 259
    effects of judges' expertise on: 57
    effects of performance data on: 57
State comparisons: 137

True-false items, scoring alternatives and reliability estimation: 111

Validity
    cognitive processes: 1, 125, 247, 301
    content: 287
    curricular: 31
    differential item functioning: 1, 15, 205, 301
    instructional: 301
    predictive: 321, 333

JOURNAL OF EDUCATIONAL MEASUREMENT
VOLUME 25, 1988

SUBJECT INDEX

Answer-until-correct scoring: 125, 247
Attitudes towards ability tests, sociocultural differences in: 67

Bias (see also Differential item functioning)
  in prediction of college grades
    for black and white examinees: 333
    for male and female examinees: 321, 333

Change, avoiding problems of scale in measuring: 171
Cognitive processes: 1, 125, 247, 301
Correction for guessing: 149
Curriculum
    effects on item characteristics: 15, 205, 275
    generalizability of content validity ratings: 287

Decision making processes in multiple-choice items: 125, 247
Differential item functioning
    effects of curriculum on: 205
    for Hispanic and white examinees: 1
    item discrimination, related to: 15
    problem-solving strategies producing: 301
Dimensionality
    effects on item discrimination: 15
    using multidimensional items to build unidimensional tests: 193

Equating
    effects of recency of instruction on: 31
    minimum-competency tests: 221
Ethnic group differences
    in attitudes toward ability tests: 67
    in item functioning: 1
    in prediction of college grades: 333

Formula scoring: 149

Gender differences in prediction of college grades: 321, 333
Generalizability of content validity ratings: 287
Grades, prediction of college: 321, 333
Group summary statistics: 77, 137, 171, 349
Guessing, correction for: 149

Instruction, effects on item parameters: 31, 205, 275
Item discrimination: 15
Item response theory
    combining multiple item parameter estimates: 233
    differential item functioning: 1, 205, 301
    equating minimum competency tests: 221
    item discrimination: 15
    item parameter drift, correcting for: 275
    item parameter invariance, effects of instruction on: 31, 205, 275
    item pool maintenance: 275
    using multidimensional items to create unidimensional tests: 193

Language, effects on differential item functioning: 1
Latent class models: 125, 247

Mastery tests, reliability of: 47
Matrix sampling and standard setting: 159
Minimum-competency tests, equating of: 221
Multiple true-false items: 111

Prediction of college grades
    gender and race comparisons: 333
    gender bias: 321

Rating scales, influence of labels and positions on: 85
Reliability
    grade point averages: 333
    mastery tests: 47
    multiple true-false items: 111

School effectiveness indices, stability of: 349
Score scales
    avoiding problems in measuring change with: 171
    defined in relation to measurement error: 97
Scoring
    correction for guessing: 149
    multiple true-false items: 111
Standard setting
    application of multiple matrix sampling: 159
    differential use of item information by judges: 259
    effects of judges' expertise on: 57
    effects of performance data on: 57
State comparisons: 137

True-false items, scoring alternatives and reliability estimation: 111

Validity
    cognitive processes: 1, 125, 247, 301
    content: 287
    curricular: 31
    differential item functioning: 1, 15, 205, 301
    instructional: 301
    predictive: 321, 333

JOURNAL OF EDUCATIONAL MEASUREMENT
VOLUME 25, 1988

AUTHOR AND TITLE INDEX

Ackerman, Terry A. See **Reckase, Mark D.**

Albanese, Mark A. The Projected Impact of the Correction for Guessing on Individual Scores: 149

Albanese, Mark A., & Sabers, Darrell L. Multiple True-False Items: A Study of Interitem Correlations, Scoring Alternatives, and Reliability Estimation: 111

Baglin, Roger F. Group Scores: A Rejoinder to Burket: 77

Bock, R. Darrell, Muraki, Eiji, & Pfeiffenberger, Will. Item Pool Maintenance in the Presence of Item Parameter Drift: 275

Braun, Henry I. A New Approach to Avoiding Problems of Scale in Interpreting Trends in Mental Measurement Data: 171

Carlson, James E. See **Reckase, Mark D.**

Chung, Jacob. See **Wilcox, Rand R. (Wilcox, Wilcox, and Chung).**

Cook, Linda L., Eignor, Daniel R., & Taft, Hessy L. A Comparative Study of the Effects of Recency of Instruction on the Stability of IRT and Conventional Item Parameter Estimates: 31

Crocker, Linda, Llabre, Maria, & Miller, M. David. The Generalizability of Content Validity Ratings: 287

Eignor, Daniel R. See **Cook, Linda L.**

Elliott, Rogers, & Strenta, A. Christopher. Effects of Improving the Reliability of the GPA on Prediction Generally and on Comparative Predictions for Gender and Race Particularly: 333

Gohmann, Stephan F. Comparing State SAT Scores: Problems, Biases, and Corrections: 137

Hills, John R., Subhiyah, Raja G., & Hirsch, Thomas M. Equating Minimum-Competency Tests: Comparisons of Methods: 221

Hirsch, Thomas M. See **Hills, John R.**

Kanya, D. Theresa. See **Norcini, John J.**

Klockars, Alan J., & Yamagishi, Midori. The Influence of Labels and Positions in Rating Scales: 85

Kolen, Michael J. Defining Score Scales in Relation to Measurement Error: 97

Linn, Robert L. See **Miller, M. David**

Linn, Robert L. See **Tatsuoka, Kikumi K.**

Llabre, Maria. See **Crocker, Linda.**

Mandeville, Garrett K. School Effectiveness Indices Revisited: Cross-Year Stability: 349

Masters, Geofferey N. Item Discrimination: When More Is Worse: 15

McCornack, Robert L., & McLeod, Mary M. Gender Bias in the Prediction of College Course Performance: 321

McKinley, Robert L. A Comparison of Six Methods for Combining Multiple IRT Item Parameter Estimates: 233

McLeod, Mary M. See **McCornack, Robert L.**

Miller, M. David. See **Crocker, Linda.**

Miller, M. David, & Linn, Robert L. Invariance of Item Characteristic Functions With Variations in Instructional Coverage: 205

Muraki, Eiji. See **Bock, R. Darrell.**

Norcini, John J., Shea, Judy A., & Kanya, D. Theresa. The Effect of Various Factors on Standard Setting: 57

Norcini, John J., Shea, Judy A., & Ping, James C. A Note on the Application of Multiple Matrix Sampling to Standard Setting: 159

Pfeiffenberger, Will. See **Bock, R. Darrell.**

Ping, James C. See **Norcini, John J.**

Reckase, Mark D., Ackerman, Terry A., & Carlson, James E. Building a Undimentional Test Using Multidimensional Items: 193

Sabers, Darrell L. See **Albanese, Mark A.**

Schmitt, Alicia P. Language and Cultural Characteristics That Explain Differential Item Functioning for Hispanic Examinees on the Scholastic Aptitude Test: 1

Shea, Judy A. See **Norcini, John J.**

Shea, Judy A. See **Norcini, John J.**

Smith, Jeffrey K. See **Smith, Robert L.**

Smith, Robert L., & Smith, Jeffrey K. Differential Use of Item Information by Judges Using Angoff and Nedelsky Procedures: 259

Strenta, A. Christopher. See **Elliott, Rogers.**

Subhiyah, Raja G. See **Hills, John R.**

Subkoviak, Michael J. A Practitioner's Guide to Computation and Interpretation of Reliability Indices for Mastery Tests: 47

Taft, Hessy L. See **Cook, Linda L.**

Tatsuoka, Kikumi K., Linn, Robert L., Tatsuoka, Maurice M., & Yamamoto, Kentaro. Differential Item Functioning Resulting from the Use of Different Solution Strategies: 301

Tatsuoka, Maurice M. See **Tatsuoka, Kikumi K.**

Wilcox, Karen Thompson. See **Wilcox, Rand R.**

Wilcox, Rand R., & Wilcox, Karen Thompson. Models of Decisionmaking Processes for Multiple-Choice Test Items: An Analysis of Spatial Ability: 125

Wilcox, Rand R., Wilcox, Karen Thompson, & Chung, Jacob. A Note on Decisionmaking Processes for Multiple-Choice Test Items: 247

Yamagishi, Midori. See **Klockars, Alan J.**

Yamamoto, Kentaro. See **Tatsuoka, Kikumi K.**

Zeidner, Moshe. Sociocultural Differences in Examinees' Attitudes Toward Scholastic Ability Exams: 67